

DAILY LIFE IN A MISSION

MISSIONS OF SAN ANTONIO TIMELINE

- 1690** *San Francisco de los Tejas was the first mission to be founded in Texas.*
- 1690s** *First Spanish expeditions for missions and presidios in eastern Tejas encounter a Coahuiltecan Indian encampment along the Yanaguaña, now named the San Antonio River, near present Mission San Juan.*
- 1718** *Reestablishment of the failed mission, San Francisco Solano, from San Juan Bautista complex on the Río Grande, and renamed San Antonio de Valero. The founding of the presidio of San Antonio de Béxar for protection of the roads used for military movement, trade, and to supply missions, running from the west (San Juan Bautista) to the east near Louisiana, and serving as a buffer against the French.*
- 1719** *East Texas temporarily abandoned when French invade from Louisiana. Soldiers and missionaries retreat to San Antonio River area near Valero.*
- 1720** *Mission San José y San Miguel de Aguayo founded along the San Antonio River, south of Valero. The only mission to be originally founded on this river. Established through efforts of Franciscan missionary refugee from East Texas, Fr. Antonio Margil de Jesús, and the patronage of the governor of the Province of Coahuila y Tejas, the Marqués de San Miguel de Aguayo*
- 1721** *Soldiers and many missionaries return to East Texas to reestablish missions.*

- 1722 – 26** *Short-lived "sixth mission" of San Francisco de Nájera, in reality a sub-mission for San Antonio de Valero, is located near present-day Mission Concepción.*
- 1727** *Military inspection of the frontier forts by General Pedro de Rivera resulted in the closing and removal of several presidios in East Texas. Missionaries at three of the missions ask for permission to relocate since they are now vulnerable to enemy Indian attack.*
- 1730** *Missions of San José de los Nazonis, San Francisco de los Neches (originally San Francisco de los Tejas), and Concepción transferred to the Colorado River area in the vicinity of modern-day Austin, Texas.*
- 1731** *San José de los Nazonis, San Francisco de los Neches, and Concepción relocated to their present locations on San Antonio River area with name changes. San José de los Nazonis became Mission San Juan Capistrano, San Francisco de los Neches became Mission San Francisco de la Espada, and Concepción became Mission Nuestra Señora de la Purísima Concepción de Acuña. Sixteen families from the Canary Islands arrived to establish the civilian community of the Villa de San Fernando.*
- 1740s – 1780s** *Permanent stone structures built at each mission, including churches.*
- 1740s** *Acequia or irrigation systems for each mission's farmlands constructed including Espada's dam and the aqueduct across Piedras Creek.*
- 1794** *Mill outside the north wall at Mission San José built to grind wheat.*
- 1794** *San Antonio de Valero fully secularized, no longer a mission, and is used for military purposes.*
- 1794** *The four other missions are partially secularized with*

missionaries remaining as the churches' priests.

1810 – 1821 *Period of disturbance and unrest; Mexico fights for independence from Spain. Mission lands gradually rented, leased, and sold to retired soldiers and townspeople. Mission buildings are used for civilian housing and for troops. Later, stone was salvaged from the rubble to construct other buildings.*

1824 *Remaining four missions are fully secularized under the Republic of Mexico.*

1836 *Siege of the Alamo (Mission San Antonio de Valero) during the Texas war for independence from Mexico.*

1841 *Congress of the Republic of Texas recognizes the Catholic Church's ownership of the mission churches along the San Antonio River.*

1850s – 1900s *Missions under various religious orders:*

San José -- Benedictines

Concepción -- Brothers of St. Mary

San Juan and Espada -- Father Bouchu, secular priest

Early 1900s *St. John's Seminary includes church and some of the grounds of Mission Concepción.
San Juan and Espada -- Claretians*

1905 *Daughters of the Republic of Texas save Alamo (Mission San Antonio de Valero) from complete destruction and begin to oversee its care as a Texas State Historic Site.*

1920s – 1950s *San Juan and Espada -- Redemptionists
San José -- Diocesan priests*

1930s – 1960s *Franciscans return to missions starting with San José.*

1920s – 1940s *Restoration and rededication of church, granary, mill, and*

walls at Mission San José.

- 1941** *Mission San José declared a Texas State Historic Site and a National Historic Site.*
- 1940s – 1978** *Mission San José becomes a state park.*
- 1960s** *Restoration at San Juan and Espada. Espada Aqueduct declared a National Historic Landmark.*
- 1978** *November 10. Legislation signed into law by President Jimmy Carter creating San Antonio Missions National Historical Park.*
- Early 1980s** *National Park Service begins operating San Antonio Missions National Historical Park according to establishing legislation and Cooperative Agreements with the State of Texas and the Archdiocese of San Antonio.*
- 1995** *Transfer of a 99.2-acre site of Rancho de las Cabras, mission ranch for Espada, at Floresville, Texas, to the National Park Service and San Antonio Missions National Historical Park. Planning for Rancho de las Cabras begins with communities in Floresville and San Antonio.*
- 1996** *May 20. Dedication and opening of 12,000-square foot park visitors' center at Mission San José.*
- 1998-** *Preservation of historic missions continues.*

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Glossary

Apprentice -- *person who works for another in order to learn a trade*

Atole -- *hot cereal made of corn*

Acequia -- *ditch that carries water diverted by a dam from a river or stream to irrigate the crops*

Adobe -- *sun-dried brick made from clay, grass or straw, and water*

Blacksmith -- *person who works with metal to make tools, horseshoes, or repairs*

Dye Bath -- *mixture of water and a source of color, such as plants or minerals in which material is placed*

Carpenter -- *person who works with wood to build or repair structures such as houses and items such as wagons and furniture*

Clay -- *natural soil material that can be used to make pottery, bricks or adobe*

Corn -- *cereal plant with kernels attached to a cob used by the mission Indians for food*

Dyes -- *substances from plants or insects used to color yarn or cloth*

Horno -- *beehive-shaped oven*

Labor -- *field used to grow crops*

Limestone -- *common rock in Central Texas (calcium carbonate)*

Lye -- *substance made from ashes (a base) used to make soap or soften corn kernels*

Mason -- *person who works with bricks or stone to build structures such as walls or buildings*

Master -- *skilled craftsman who has completed the highest level of training in his trade (i.e. Master mason)*

Metate and mano -- *flat stone (metate) on which to grind corn using a rounded stone (mano)*

Mission Indians -- *Indians who were gathered to the missions*

Mordant -- *substance used in dyeing to seal color into material*

Mortar and pestle -- *bowl-shaped rock (mortar) in which to grind herbs and spices using a thin, blunt stone (pestle)*

Musket -- *heavy, large-caliber smooth-bore shoulder firearm*

Nixtamal -- *corn soaked in water and ashes to soften for grinding*

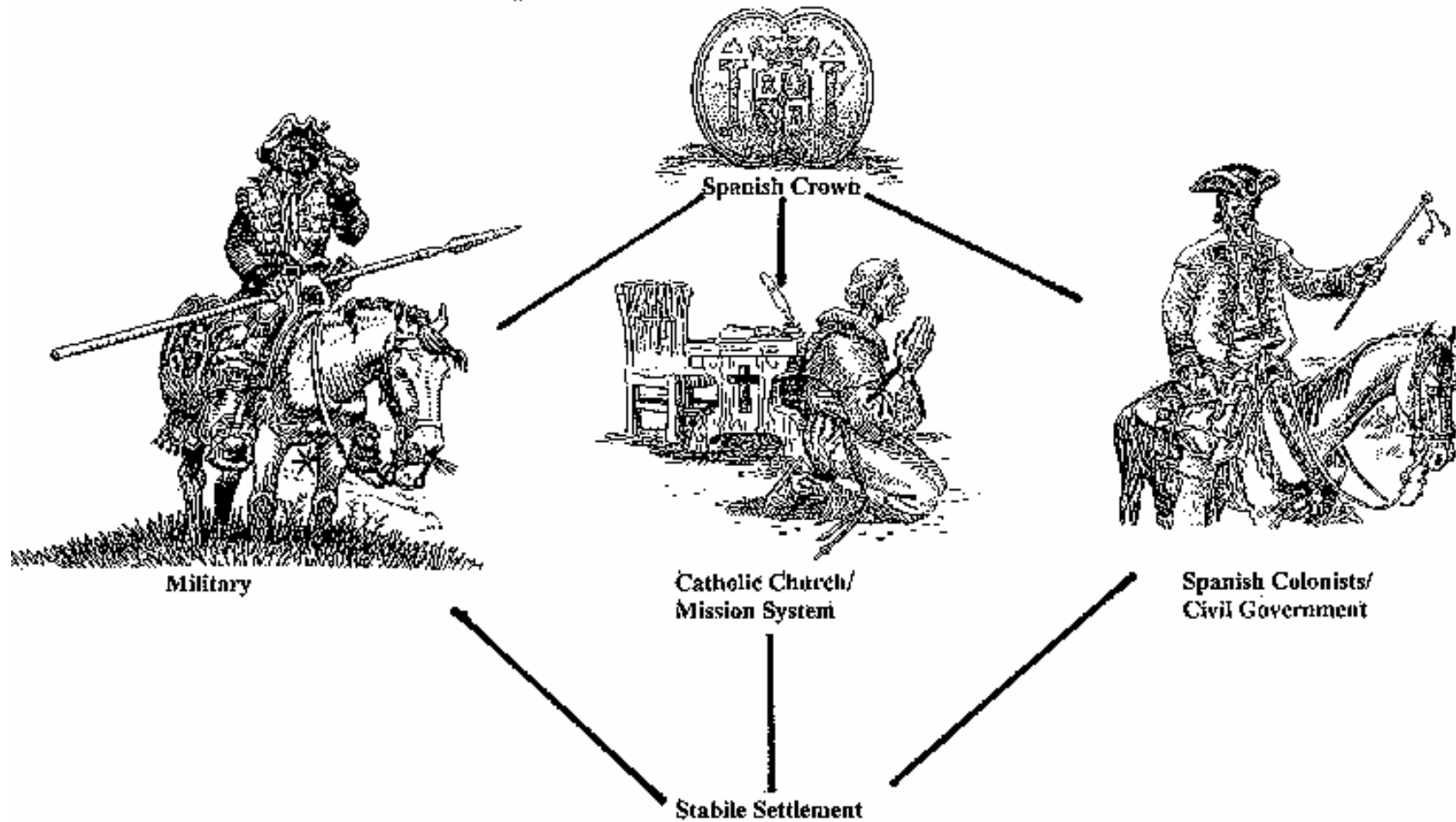
Potter -- *person who works with clay to make pots or containers for food and water*

Seine -- *to fish with a large net*

Siesta -- *midday nap*

Weaver -- *person who works with yarn or plant fibers to make fabric or baskets*

Spanish Colonization: Three Prong Plan



Illustrated by Jack Jackson

THE 5-E INSTRUCTIONAL MODEL

Engagement: *Mentally engages and motivates students with an event or a question.*

Exploration: *Hands-on/minds-on activities.*

Explanation: *Helps students to provide reasonable solutions and answers. Encourages them to listen and to further question.*

Elaboration: *Events that help students apply the newly learned concept. Activities are used as vehicles to probe other unique situations.*

Evaluation: *Students demonstrate an understanding of the concept or skill. Events help students to continue to elaborate on their understanding.*

Stage	Purpose	Teacher Behaviors	Student Behaviors
Engagement	<i>The basic purpose of engagement is to help students make connections with what they know and can do.</i>	<ul style="list-style-type: none"> • Motivates • Creates interest • “Taps into” what the students know or think they know about the topic • Raises questions and encourages responses 	<ul style="list-style-type: none"> • Asks questions • Demonstrates interest in the lesson <p><i>Examples: Puzzles, Current Issues, Discrepant Events, Situational Events, Mysteries, Movies, Poems</i></p>
Exploration	<i>The basic purpose of exploration is to help students by providing a set of common experiences from which they can help each other make sense of the concept.</i>	<ul style="list-style-type: none"> • Acts as a facilitator • Observes and listens to students as they interact • Asks good inquiry-oriented questions • Provides time for students to think and to reflect • Encourages cooperative learning 	<ul style="list-style-type: none"> • Explores within the limits of the activity • Conducts activities, predicts, and forms hypotheses • Becomes a good listener • Shares ideas and suspends judgement • Discusses tentative alternatives
Explanation	<i>The basic purpose of explanation is to help students describe what they have experienced and to explain how this new information fits in with what they already know.</i>	<ul style="list-style-type: none"> • Encourages the student to explain their observations and findings in their own words • Provides definitions, new words, and explanations • Listens and builds upon discussion from students • Asks for clarification and justification • Accepts all reasonable responses 	<ul style="list-style-type: none"> • Explains, listens, and questions • Uses previous observations and findings • Provides reasonable responses to questions • Interacts in a positive, supportive manner

Elaboration	<i>The basic purpose of elaboration is to help students apply the concept to different situations.</i>	<ul style="list-style-type: none"> • <i>Uses previously learned information as a vehicle to enhance additional learning in science or in other areas of the curriculum</i> • <i>Encourages students to apply or extend the new concepts and skills</i> • <i>Encourages students to use terms and definitions provided previously</i> 	<ul style="list-style-type: none"> • <i>Applies new terms and definitions</i> • <i>Uses previous information to probe, to ask questions, and to make reasonable judgements</i> • <i>Provides reasonable conclusions from evidence</i> • <i>Records observations and explanations</i>
Evaluation	<i>The basic purpose of evaluation is to help students extend their understanding and to demonstrate knowledge of concepts and skills.</i>	<ul style="list-style-type: none"> • <i>Observes behaviors of students as they explore and apply new concepts and skills</i> • <i>Assesses students' knowledge and skills</i> • <i>Asks open-ended questions</i> 	<ul style="list-style-type: none"> • <i>Demonstrates an understanding or knowledge of concepts and skills</i> • <i>Evaluates his or her own progress</i> • <i>Answers open-ended questions</i> • <i>Provides reasonable responses and explanations for events or phenomena</i>

GENERAL RUBRIC 1

Score point 4 – Exceeds standard

Response may contain some minor flaws but clearly exceeds the standard. All requirements are met. Explanation contains details and all significant facts. Opposing views or alternate hypotheses are given and substantially argued. All grammatical errors present do not distract from presentation. All observations and facts are accurate and precise. Given inferences are supported by facts or data. Analogies are appropriate and supported. Synthesis of ideas is apparent.

Score point 3 – Meets standard

Response contains several minor flaws, but meets the standard. Most requirements are met. Explanation may lack some significant details or facts. Opposing views or alternate hypotheses are given, but some major arguments may be missing. Information is generally concise, relevant but may be difficult to follow. Grammatical errors may distract from presentation. Most observations and factual information are accurate and precise. Inferences are given, but may not be supported by facts or data. Analogies are appropriate, but may not be supported. There is some synthesis of ideas.

Score point 2 – Falls just short of standard

Response contains a serious flaw and falls just short of standard. Some requirements are met. Explanation may lack numerous details or is missing most significant facts. Opposing views or alternate hypotheses are given, but few if any arguments are given. Some information is relevant. Rambling or difficult organization may be present. Too many grammatical errors may distract significantly from presentation. Some observations and facts are accurate and precise. Inferences are given, but the facts or data contradict them. Analogies are not appropriate. Synthesis of ideas is attempted, but unsuccessful.

Score point 1 – Misses standard

Response is attempted, but seriously flawed and misses the standard. Few requirements may be met. Explanation is missing both details and all significant facts. Opposing views or alternate hypotheses are not present. Little if any information is relevant. Rambling style or total disorganization may be present. Grammatical errors may make the presentation almost impossible to follow. Few if any observations and facts are accurate and precise. Inferences are not given. Analogies are not attempted.

Score point 0 – Blank or unscorable

GENERAL RUBRIC 2

Score	Thoroughness	Clarity	Accuracy	Logic
4 Response may contain some minor flaws but clearly exceeds the standard.	<i>All requirements are met. Explanation contains details and all significant facts. Opposing views or alternate hypothesis are given and substantially argued.</i>	<i>All information is concise, relevant and presented in an organized fashion. Any grammatical errors present do not distract from presentation.</i>	<i>All observations and facts are accurate and precise.</i>	<i>Given inferences are supported by facts of data. Analogies are appropriate and supported. Original synthesis of ideas is apparent.</i>
3 Response contains several minor flaws, but meets the standard.	<i>Most requirements are met. Explanation may lack some significant details or facts. Opposing views or alternate hypotheses are given, but some major arguments may be missing.</i>	<i>Information is generally concise, relevant but may be somewhat difficult to follow. Too many grammatical errors may distract from presentation.</i>	<i>Most observations and factual information are accurate and precise.</i>	<i>Inferences are given, but may not be supported by facts or data. Analogies are appropriate, but may not be supported. There is some original synthesis of ideas.</i>
2 Response contains a serious flaw and falls short of standard.	<i>Some requirements are met. Explanation may lack numerous details or is missing most significant facts. Opposing views or alternate hypotheses are given, but few if any arguments are given.</i>	<i>Some information is relevant. Rambling or difficult organization may be present. Too many grammatical errors may distract significantly from presentation.</i>	<i>Some observations and facts are accurate and precise.</i>	<i>Inferences are given, but the facts or data contradict them. Analogies are not appropriate. Synthesis of ideas is attempted, but unsuccessful.</i>
1 Response is attempted, but seriously flawed and misses the standard.	<i>Few requirements may be met. Explanation is missing both details and all significant facts. Opposing views or alternate hypotheses are not present.</i>	<i>Little if any information is relevant. Rambling style or total disorganization may be present. Grammatical errors may make the presentation almost impossible to follow.</i>	<i>Few if any observations and facts are accurate and precise.</i>	<i>Inferences are not given. Analogies or synthesis of ideas are not attempted.</i>